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AUTHOR	Wragg, E. C.; Wragg, C. M.; Haynes, G. S.; Chamberlin, R. P.
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ABSTRACT

This book reports on one of the largest studies ever undertaken in Great Britain of what primary schools do to improve literacy and what is going on in classrooms where improvements are taking place. The Leverhulme Primary Improvement Project was a 2-year research project funded by the Leverhulme Trust. The book aims to provide insight into what happens to children and how their reading progresses. It shows how particular teachers manage the improvement of their pupils' reading levels and also follows individual pupils through a school year. According to the book, there were four interlinked studies in the research: Study 1 was a questionnaire survey about practice within primary schools completed by head teachers or language coordinators from a national sample of 1395 schools; Study 2 involved the investigation of practice in four different local authorities, one of which was Birmingham; Study 3 comprised the case studies of 35 class teachers carried out over a full school year; and Study 4 involved intensive case studies of 258 pupils. Chapters in the book describe a comprehensive study of literacy teaching at several levels, from what happens in a large local education authority to the events taking place in a small rural classroom. (Contains 18 tables and an approximately 200-item bibliography.) (NKA)

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